

Mr. Speaker, I urge the adoption of this bill.

Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mrs. EMERSON). The question is on the motion offered by the gentleman from Florida (Mr. MCCOLLUM) that the House suspend the rules and pass the Senate bill, S. 191, as amended.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the Senate bill, as amended, was passed.

A motion to reconsider was laid on the table.

#### AMENDING PART Q OF OMNIBUS CRIME CONTROL AND SAFE STREETS ACT OF 1968

Mr. MCCOLLUM. Mr. Speaker, I move to suspend the rules and pass the Senate bill (S. 2235) to amend part Q of the Omnibus Crime Control and Safe Streets Act of 1968 to encourage the use of school resource officers.

The Clerk read as follows:

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### SECTION 1. SCHOOL RESOURCE OFFICERS.

Part Q of title I of the Omnibus Crime Control and Safe Streets Act of 1968 (42 U.S.C. 3796dd et seq.) is amended—

(1) in section 1701(d)—

(A) by redesignating paragraphs (8) through (10) as paragraphs (9) through (11), respectively; and

(B) by inserting after paragraph (7) the following:

“(8) establish school-based partnerships between local law enforcement agencies and local school systems by using school resource officers who operate in and around elementary and secondary schools to combat school-related crime and disorder problems, gangs, and drug activities;”;

(2) in section 1709—

(A) by redesignating the first 3 undesignated paragraphs as paragraphs (1) through (3), respectively; and

(B) by adding at the end the following:

“(4) ‘school resource officer’ means a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations—

“(A) to address crime and disorder problems, gangs, and drug activities affecting or occurring in or around an elementary or secondary school;

“(B) to develop or expand crime prevention efforts for students;

“(C) to educate likely school-age victims in crime prevention and safety;

“(D) to develop or expand community justice initiatives for students;

“(E) to train students in conflict resolution, restorative justice, and crime awareness;

“(F) to assist in the identification of physical changes in the environment that may reduce crime in or around the school; and

“(G) to assist in developing school policy that addresses crime and to recommend procedural changes.”.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Florida (Mr. MCCOLLUM) and the gentleman from Virginia (Mr. SCOTT) each will control 20 minutes.

The Chair recognizes the gentleman from Florida (Mr. MCCOLLUM).

#### GENERAL LEAVE

Mr. MCCOLLUM. Mr. Speaker, I ask unanimous consent that all Members may have 5 legislative days within which to revise and extend their remarks on the Senate bill now under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Florida?

There was no objection.

Mr. MCCOLLUM. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, S. 2235 amends the 100,000 “COPS on the Beat” program, established in the 1994 Crime Bill, to permit community policing grants to be used to establish school-based partnerships between local law enforcement agencies and local school systems. The grants would allow for “school resource officers” to operate in and around elementary and secondary schools to combat school-related crime and disorder problems, gangs, and drug activities. S. 2235 passed the Senate on October 7 and is sponsored by Senator CAMPBELL. The gentleman from Connecticut (Mr. MALONEY) is the sponsor on the House companion bill, H.R. 4009.

Mr. Speaker, the President’s “COPS on the Beat” program authorized \$8.8 billion over 6 years to give grants to State and local police departments to put 100,000 community-oriented police officers on the beat across the country. As of March 1998, the latest month in which a survey was completed, the COPS office claimed to have funded 71,000 of those police officers. Approximately 40,800 are actually hired and deployed on the streets. About 2,400 more are in training.

The remaining 29,000 are officers counted under the “COPS M.O.R.E.” program, which funds technology and equipment and is believed to increase policing activities and police presence on the streets. These grants have been counted towards the 100,000 goal, not because grants have been used to pay police officers’ salaries, but because technology and equipment purchased has supposedly freed up officers for the streets.

While the COPS program was specifically authorized by Congress to fund 100,000 community police officers, broad interpretation of the Act has allowed the Justice Department to fund several other initiatives through the COPS program. Some of these programs include grants to employ community policing to address domestic violence, grants to communities to address gang violence, and grants to support law enforcement efforts to combat the rise of youth firearms violence.

Mr. Speaker, the bill we are considering today will allow for the COPS grants to be used to put community police officers in our Nation’s schools. It will allow school officials and law enforcement to better identify young people who cause trouble frequently, both in the school and in the community.

It is a sad reality that many of today’s schools are becoming increasingly dangerous places to be. Schoolyard brawls have become lethal confrontations involving knives, guns or drugs. Recent school-related shootings serve as a sobering example of just how urgent the situation has become. Rather than providing our children with a safe place to learn or to grow, many of our schools have become combat zones.

A look at crime statistics show that while murder rates for young people may be declining, the schoolyard murder rate has almost doubled in the last 2 years. Mr. Speaker, 25 students have been killed in U.S. schools since January 1998.

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This is unacceptable. No child in America should go to a school in fear of her safety or his safety and well-being. The fact is that we are going to have a demographic shift shortly. We are going to see a rise in the number of young people in the age group which might be exposed to these situations, and this bill is all that much more important for that reason.

The bill would allow schools to establish partnerships with local law enforcement to provide much-needed order to allow for learning, not violence, to occur in schools.

I support this addition to the COPS program. I think it will improve the existing law. I commend the gentleman from Connecticut (Mr. MALONEY) and Senator CAMPBELL for their initiation of this legislation.

I am pleased the Subcommittee on Crime supports this, albeit we did not have the opportunity to bring it forward through the subcommittee this year, but we have chosen to come directly to the floor, because it is a very good bill. I do not think anyone would oppose it. I urge my colleagues to vote for it.

Mr. Speaker, I reserve the balance of my time.

Mr. SCOTT. Mr. Speaker, I yield myself such time as I may consume.

Mr. Speaker, I rise in support of H.R. 2235. In response to the rising tide of violent crime in and around schools around this Nation, Congress must step up our fight against juvenile crime, particularly those initiatives that come from a prevention perspective.

This legislation would amend the Omnibus Crime Bill and Safe Streets Act of 1968, encouraging school-based partnerships between local law enforcement agencies and local school systems. School-based partnerships would be eligible to receive Federal funds to hire school resource officers or SROs.

An SRO would be a career law enforcement officer with sworn authority, deployed in community-oriented policing and assigned to the deploying police department or agency to work in collaboration with schools and community-based organizations to address crime and disorder problems, gangs and drug activities affecting or occurring

in or around elementary schools or secondary schools, develop or expand crime prevention efforts for students, educate likely school-age victims in crime prevention and safety, develop or expand community justice initiatives, train students in conflict resolution, restorative justice, and crime awareness, assist in the identification of physical changes in the environment that may reduce crime problems, and/or assist in the development of anticrime school policy and procedural changes.

This legislation complements an existing school-based partnership research grant program administered by the Community-Oriented Police Services, or the COPS program. The existing program funds demonstration efforts on particular singular solutions to youth crime and violence. The proposed legislation would explicitly allow COPS program resources to be used in general school-based partnership SRO efforts.

This statutory language is vital to clearly articulate the importance of fighting juvenile crime, and will be essential in establishing the fight against juvenile crime as a national priority.

President Clinton recently announced that the same community policing techniques that are helping make our streets safe again are the best way to help keep our schools safe. This legislation is an important step in making our schools safe for our children.

Mr. Speaker, I yield such time as he may consume to the gentleman from Connecticut (Mr. MALONEY), the chief sponsor of the legislation.

Mr. MALONEY of Connecticut. Mr. Speaker, I thank the gentleman for yielding time to me.

Mr. Speaker, I rise today to urge passage of Senate bill 2235, which is the Senate companion to H.R. 4009, the School Resource Partnership Act. I would like to thank the gentleman from New York (Mr. SCHUMER) and the gentleman from Florida (Mr. MCCOLLUM), the gentleman from Michigan (Mr. CONYERS) and the gentleman from Illinois (Mr. HYDE) for their help in this matter, and I would also like to commend Senator BEN NIGHTHORSE CAMPBELL for his tireless work in support of this legislation.

As this Congress comes to a close, the new school year is just beginning. Children around the country are heading to school, seeing old friends, and making new ones. They are learning new ideas and sharing new experiences. We trust our schools with the future and safety of our children. The rash of school-related shootings and violence that have occurred in both small towns and large cities, rural areas and urban centers, have shocked the Nation. We in Congress must act to ensure that our schools provide a safe place for our children to grow and to learn.

Over the past 18 months, throughout my congressional district, I have held a series of meetings with local police

chiefs, school superintendents, teachers, and principals to discuss strategies that are working to reduce school violence and to find ways Congress can better assist the local leaders in their fight to protect the community.

Placing a uniquely trained community police officer in partnership with schools to reach out to kids before they get drawn into crime or violence was the clear suggestion I repeatedly heard in my numerous meetings with local law enforcement and education officials.

As a result of these meetings, I introduced in the House this legislation, that will enable localities to place a School Resource Officer, also known as an SRO, in designated schools, forming a partnership between the schools and police departments that will help keep children safe and provide juvenile intervention before police or court action becomes necessary.

The SRO will serve as a peace officer who prevents violence, a teacher who instructs students in areas of his or her expertise, and a counselor who serves as a liaison to community resources.

Additionally, the SRO will have the opportunity to serve as a role model for today's students, who want and need additional positive influences in their lives outside of their home. Unlike the police officer who responds to school problems as a result of an emergency call from the principal, the SRO regards the school as his or her community. The officer knows the school's physical design and who belongs on campus and who does not. The SRO initiative will also save money, especially for the criminal justice system, by resulting in fewer incidents requiring court action.

My legislation will enable the localities to place a School Resource Officer in appropriately designated schools, forming a partnership between the schools and police departments that will keep our children safe.

Just one example, Mr. Speaker, a school in Wolcott, Connecticut, in my district, on their own resources, has assigned a School Resource Officer now for about a year. During that year, two-thirds, there has been a two-thirds reduction in the number of incidents of a police officer having to respond to the school. This clearly works. This is a service that works, and this is an approach that works to prevent crime, to prevent violence, and to help kids stay out of trouble, make sure they do not get into trouble in the first place.

In addition to this important legislation, we worked hard to include in the FY 1999 Commerce-State-Justice appropriations bill an earmark of \$20 million in unobligated funds to be directed for hiring School Resource Officers under the Department of Justice COPS program.

Mr. Speaker, I urge passage of this important legislation.

Mr. SCOTT. Mr. Speaker, I yield such time as he may consume to the gentleman from Michigan (Mr. STUPAK),

who is a former police officer, and one who has worked diligently to reduce juvenile crime.

Mr. STUPAK. Mr. Speaker, I thank the gentleman for yielding time to me.

Mr. Speaker, I rise today in strong support of S. 2235, which will take another step to combat school violence. The gentleman from Connecticut (Mr. MALONEY) introduced this bill in the House, and I want to thank him for his leadership on this very important issue.

The bill of the gentleman from Connecticut (Mr. MALONEY) and this bill amends the COPS law to create this uniquely trained community police officer designated to provide early intervention for our children. School-based partnerships would be eligible to receive Federal funding to hire School Resource Officers.

This summer, the Law Enforcement Caucus held two forums on school violence. We heard from experts around the country, including Education Secretary Riley, prevention experts, educators from the Baltimore and D.C. schools, the FBI, Department of Justice, authors, and scholars.

Every participant, every participant at our hearings, although they came from different backgrounds and professions, expressed the same theme: We can fight juvenile crime and school violence with aggressive early intervention, prevention, and education strategies.

Creating a School Resource Officer, as the gentleman from Connecticut (Mr. MALONEY) has proposed, is exactly one kind of a program which will help us achieve peace and safety in our schools. The School Resource Officer is designed to work in cooperation with the schools and community-based organizations to address crimes and disorders in the schools.

Besides being a police officer, the School Resource Officer will also be trained to develop crime prevention efforts with students, educate school-age victims in crime prevention and safety, train students in conflict resolution, and assist with the development of school policies and procedures to help reduce crime. This comprehensive, community-oriented approach to law enforcement is the most effective form of preventing crime, and will go a long way to make our schools safe again.

Schools are places of learning for our children, but schools can only be effective if they are a safe place. Creating a School Resource Officer, as proposed by the gentleman from Connecticut (Mr. MALONEY) is a good step to help us provide a safe environment at school, so that our kids may learn and thrive in the best possible setting.

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Mr. Speaker, I urge strong support of Senate bill 2235, and its passage.

Mr. SCOTT. Mr. Speaker, I yield such time as he may consume to the gentleman from North Carolina (Mr. ETHERIDGE), a former State superintendent of public instruction in the State of North Carolina.

Mr. ETHERIDGE. Mr. Speaker, I thank the gentleman from Virginia (Mr. SCOTT), my friend, for yielding me this time.

Mr. Speaker, I rise this evening in strong support of this legislation that will, in my opinion, have a very positive impact on the problem of school violence in this country. I want to thank the gentleman from Connecticut (Mr. MALONEY) for being the sponsor of this legislation on the House side, and I appreciate him allowing me to be a cosponsor.

Mr. Speaker, the recent tragic incidents of violent crime in our schools violate the very values that define us as a people. We cannot tolerate violent crimes no matter where they occur and no matter who commits them. Violent crimes must be punished, and school violence requires an urgent response, because the aftereffects of school violence poison the learning environment for our children and for our teachers.

These recent incidents must serve as a call to action. Congress must respond with effective means to prevent and combat school violence. The School Resource Officer legislation will help provide the response that is needed to attack the problem of school violence in a very effective manner, in my opinion. This bipartisan bill will apply the proven principles and techniques of community policing to the school environment.

School resource officers are highly trained law enforcement officers with expertise in tackling the unique challenges of school-based crime and violence, and they certainly are unique.

Mr. Speaker, prior to my election to this Congress, as the gentleman from Virginia has just shared, I served for 8 years as the elected State superintendent of schools in my State. North Carolina has pioneered the use of school resource officers to provide our children's safety in our schools.

Mr. Speaker, 78 percent of the high schools in my State now have school resource officers, as do about half of the middle schools. We now have more than 450 school resource officers serving our schools throughout the State of North Carolina. These officers are making a difference in keeping our communities and school environments safe and helping our children have a good learning environment.

North Carolina can serve as a model for the Nation, and this legislation will codify the good work the Justice Department is now doing in channeling law enforcement resources directly into our schools across this land.

It is really very simple. Our children cannot learn if they are not safe. We cannot expect our children to learn geometry if they are scared to death about the possibility of gunfire. We cannot expect our teachers to teach effectively when the scourge of drugs invade their classrooms. And we cannot expect parents to have any faith in our schools as learning institutions without providing them the kind of peace of

mind that the schools are free of crime and drugs and violence and gangs.

School resource officers are a tremendous asset to this effort, and this bill will provide a uniform standard, while maintaining local flexibility. Let me repeat that again: A uniform standard with local flexibility.

Congress must respond to the concerns and fears of our students and parents and pass this innovative approach to fighting school crime.

Earlier this year, a report in a national magazine, U.S. News and World Report, documented the success of school resource officers in my State. As the editorial points out, and I quote, "In the past 2 years, reported firearm possessions have dropped 50 percent in North Carolina schools, and principals identify school resource officers as the single most important factor in deterring crime."

I was honored to join my friend and colleague, the gentleman from Connecticut (Mr. MALONEY), as an original cosponsor of the House version of this bill, and I am pleased this legislation has received the support of the National Education Association, the International Brotherhood of Police, and a long list of other groups that I will not categorize here tonight.

Mr. Speaker, I urge this Congress to pass this bill without delay so that we can provide this safety for our children and our teachers in our schools.

Mr. SCOTT. Mr. Speaker, I yield such time as he may consume to the gentleman from Arkansas (Mr. BERRY), another distinguished cosponsor of the House version of the legislation.

Mr. BERRY. Mr. Speaker, I thank the gentleman from Virginia (Mr. SCOTT) for yielding me this time.

Mr. Speaker, I rise in strong support of this bill. The 1st Congressional District of Arkansas knows firsthand the terrible tragedies that can occur in our schools. The school resource officer is a common-sense approach to give our schools the tools they need to get the job done. I compliment the gentleman from Connecticut (Mr. MALONEY) for bringing this bill to the House, and I urge support of this bill and passage.

Mr. SCOTT. Mr. Speaker, I thank the gentleman from Illinois (Mr. HYDE), the gentleman from Michigan (Mr. CONYERS), the gentleman from New York (Mr. SCHUMER) and the gentleman from Florida (Mr. MCCOLLUM) for bringing this expeditiously to the floor. I also thank the various sponsors and cosponsors that have spoken on this bill.

Mr. CONYERS. Mr. Speaker, I rise in support of H.R. 2235. In response to the rising tide of violent crime in and around schools across this nation, Congress must step-up our fight against juvenile crime from a prevention perspective.

This legislation would amend the Omnibus Crime Control and Safe Streets Act of 1968, encouraging school-based partnerships between local law enforcement agencies and local school systems. School based partnerships would be eligible to receive federal fund-

ing to hire "School Resource Officers" (SRO's).

A SRO would be a career law enforcement officer, with sworn authority, deployed in community-oriented policing, and assigned by the employing police department or agency to work in collaboration with schools and community-based organizations to (1) address crime and disorder problems, gangs, and drug activities, affecting or occurring in or around an elementary or secondary school, (2) develop or expand crime prevention efforts for students (3) educate likely school-age victims in crime prevention and safety; (4) develop or expand community justice initiatives; (5) train students in conflict resolution, restorative justice, and crime awareness; (6) assist in the identification of physical changes in the environment that may reduce the crime problem, and/or (7) assist with the development of anti-crime, school policy and procedural changes.

This legislation complements an existing School-based Partnership research grant program administered by the Community Oriented Policing Services (COPS). The existing program funds demonstration efforts on particular, single solutions to youth crime and violence. The proposed legislation would explicitly allow COPS program resources to be used in general (non-research) school based partnerships/SRO efforts.

This statutory language is vital to clearly articulating the importance of fighting juvenile crime, and will be essential in establishing the fight against juvenile crime as a national priority.

President Clinton recently announced that "the same community policing techniques that are helping to make our streets safe again are the best way to help keep our schools safe."

This legislation is an important step in making our schools safe for our children.

Mrs. MCCARTHY of New York. Mr. Speaker, I rise in support of H.R. 4009 and Senate bill 2235. I became involved in education issues because I see education as an antidote to gangs and guns. But how can our kids realize their full potential if the violence is happening on school grounds?

Sadly, schools are not immune from crime. Incidents in places like Jonesboro, Arkansas and Springfield, Oregon have shown us that every school, in every part of the country, must work to prevent violence, and address violence when it happens.

When I visit the schools on Long Island, I see their commitment to keeping students safe. But my schools tell me that they often do not have the resources to fight violence. The more time and energy they need to devote to preventing violence, the less they have to educate students. Teachers and principals should not have to serve as police officers.

H.R. 4009 will provide the tools to help schools and the police work in partnership to keep young people safe. I want to commend my colleague from Connecticut for introducing this bill, and I urge my colleagues to support it.

Mr. Speaker, I yield back the balance of my time.

Mr. MCCOLLUM. Mr. Speaker, I yield back the balance of my time.

The SPEAKER pro tempore (Mr. SNOWBARGER). The question is on the motion offered by the gentleman from Florida (Mr. MCCOLLUM) that the House suspend the rules and pass the Senate bill, S. 2235.

The question was taken; and (two-thirds having voted in favor thereof) the rules were suspended and the Senate bill was passed.

A motion to reconsider was laid on the table.

#### ANNOUNCEMENT OF INTENTION TO OFFER RESOLUTION RAISING QUESTION OF PRIVILEGES OF THE HOUSE

Mr. BERRY. Mr. Speaker, pursuant to clause 1 of rule IX, I hereby give notice of my intention to offer a resolution which raises a question of the privileges of the House.

The form of the resolution is as follows:

A resolution in accordance with House Rule IX, clause 1, expressing the sense of the House that its integrity has been impugned because the antidumping provisions of the Trade and Tariff Act of 1930, (Subtitle B of Title VII) have not been expeditiously enforced;

Whereas the current financial crisis in Asia, Russia, and other regions have involved massive depreciation in the currencies of several key steel-producing and steel-consuming countries, along with the collapse in the domestic demand for steel in these countries;

Whereas the crisis has generated and will continue to generate surges in United States imports of steel, both from the countries whose currencies have depreciated in the crisis and from steel-producing countries that are no longer able to export steel to the countries in economic crisis;

Whereas United States imports of finished steel mill products from Asian steel-producing countries, the People's Republic of China, Japan, Korea, India, Taiwan, Indonesia, Thailand and Malaysia, have increased by 79 percent in the first 5 months of 1998, compared to the same period in 1997;

Whereas year-to-date imports of steel from Russia now exceed the record levels of 1997, and steel imports from Russia and Ukraine now approach 2.5 million net tons;

Whereas foreign government trade restrictions and private restraints of trade distort international trade and investment patterns and result in burdens on United States commerce, including the absorption of a disproportionate share of diverted steel trade;

Whereas the European Union, for example, despite also being a major economy, in 1997 imported only one-tenth as much finished steel products from Asian steel-producing countries as the United States did and has restricted imports of steel from the Commonwealth of Independent States, including Russia;

Whereas the United States is simultaneously facing a substantial increase in steel imports from countries within the Commonwealth of Independent States, including Russia, caused in part by the closure of Asian markets;

Whereas there is well-recognized need for the enforcement of United

States trade laws to provide an effective response to such situations:

Now, therefore, be it resolved by the House of Representatives that the House of Representatives calls upon the President to:

(1) take all necessary measures to respond to the surge of steel imports resulting from the final crisis in Asia, Russia, and other regions, and for other purposes;

(2) pursue enhanced enforcement of the United States trade laws with respect to the surge of steel imports into the United States, using all remedies available under those laws including offsetting duties, quantitative restraints, and other authorized remedial measures as appropriate;

(3) pursue with all tools as its disposal a more equitable sharing of the burden of accepting imports of finished steel products from Asia and the countries from within the Commonwealth of States;

(4) establish a task force within the executive branch with responsibility for closely monitoring United States steel imports of steel; and

(5) report to the Congress by no later than January 5, 1999, with a comprehensive plan for responding to this import surge, including the ways of limiting its deleterious effects on employment, prices, and investment in the United States steel industry.

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The SPEAKER pro tempore (Mr. SNOWBARGER). Under rule IX, a resolution offered from the floor by a Member other than the majority leader or the minority leader as a question of the privileges of the House has immediate precedence only at a time designated by the Chair within 2 legislative days after the resolution is properly noticed. Pending that designation, the form of the resolution noticed by the gentleman from Arkansas (Mr. BERRY) will appear in the RECORD at this point.

The Chair will not at this point determine whether the resolution constitutes a question of privilege. That determination will be made at the time designated for consideration of the resolution.

Mr. BERRY. Mr. Speaker, I ask to be heard at the appropriate time on the question of whether this resolution constitutes a question of privilege.

The SPEAKER pro tempore. The gentleman will have that opportunity.

#### TRADEMARK LAW TREATY IMPLEMENTATION ACT

Mr. COBLE. Mr. Speaker, I move to suspend the rules and pass the Senate bill (S. 2193) to implement the provisions of the Trademark Law Treaty.

The Clerk read as follows:

S. 2193

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,*

#### TITLE I—TRADEMARK LAW TREATY IMPLEMENTATION

##### SEC. 101. SHORT TITLE.

This title may be cited as the "Trademark Law Treaty Implementation Act".

##### SEC. 102. REFERENCE TO THE TRADEMARK ACT OF 1946.

For purposes of this title, the Act entitled "An Act to provide for the registration and protection of trademarks used in commerce, to carry out the provisions of certain international conventions, and for other purposes", approved July 5, 1946 (15 U.S.C. 1051 et seq.), shall be referred to as the "Trademark Act of 1946".

##### SEC. 103. APPLICATION FOR REGISTRATION; VERIFICATION.

(a) APPLICATION FOR USE OF TRADEMARK.—Section 1(a) of the Trademark Act of 1946 (15 U.S.C. 1051(a)) is amended to read as follows:

"SECTION 1. (a)(1) The owner of a trademark used in commerce may request registration of its trademark on the principal register hereby established by paying the prescribed fee and filing in the Patent and Trademark Office an application and a verified statement, in such form as may be prescribed by the Commissioner, and such number of specimens or facsimiles of the mark as used as may be required by the Commissioner.

"(2) The application shall include specification of the applicant's domicile and citizenship, the date of the applicant's first use of the mark, the date of the applicant's first use of the mark in commerce, the goods in connection with which the mark is used, and a drawing of the mark.

"(3) The statement shall be verified by the applicant and specify that—

"(A) the person making the verification believes that he or she, or the juristic person in whose behalf he or she makes the verification, to be the owner of the mark sought to be registered;

"(B) to the best of the verifier's knowledge and belief, the facts recited in the application are accurate;

"(C) the mark is in use in commerce; and

"(D) to the best of the verifier's knowledge and belief, no other person has the right to use such mark in commerce either in the identical form thereof or in such near resemblance thereto as to be likely, when used on or in connection with the goods of such other person, to cause confusion, or to cause mistake, or to deceive, except that, in the case of every application claiming concurrent use, the applicant shall—

"(i) state exceptions to the claim of exclusive use; and

"(ii) shall specify, to the extent of the verifier's knowledge—

"(I) any concurrent use by others;

"(II) the goods on or in connection with which and the areas in which each concurrent use exists;

"(III) the periods of each use; and

"(IV) the goods and area for which the applicant desires registration.

"(4) The applicant shall comply with such rules or regulations as may be prescribed by the Commissioner. The Commissioner shall promulgate rules prescribing the requirements for the application and for obtaining a filing date herein."

(b) APPLICATION FOR BONA FIDE INTENTION TO USE TRADEMARK.—Subsection (b) of section 1 of the Trademark Act of 1946 (15 U.S.C. 1051(b)) is amended to read as follows:

"(b)(1) A person who has a bona fide intention, under circumstances showing the good faith of such person, to use a trademark in commerce may request registration of its trademark on the principal register hereby established by paying the prescribed fee and filing in the Patent and Trademark Office an